**Friendship Academy of Science and Technology (#338)**

**Teacher:** Ms. Zeins

**Subject:** American Government

**Date:** January 6th, 2011

**Objective:** HWBAT analyze how the red scare impacted case of Sacco and Vanzetti.

**Learning Goal:**

Describe the political and social consequences of the Red Scare, including the Palmer Raids, immigration restrictions and the Sacco and Vanzetti case.

**Essential Question:**

*How did the red scare impact the ability for the United States justice system to operate fairly in the early 1900s?*

**Lesson Overview:**

During this lesson, students will examine the Sacco and Vanzetti case of 1920 in order to be introduced to life in the United States during the Red Scare. During this time period after World War I, many Americans were distrusting of people of other nationalities, which led to a rise of xenophobia, or fear and hatred of foreigners. In addition to people fearing Communism, and seeing it as connected to immigrants, life for those new to the country was exceptionally difficult.

During this lesson, students will act as “historical detectives” and work backwards to formulate their own conclusions as to what the verdict in the Sacco and Vanzetti case should be. We will then go on to complete notes about basic background information of this time period, and students will have an opportunity to evaluate how the climate of the United States contributed of the guilty verdict in the Sacco and Vanzetti case. Essentially, students are examining the trial and verdicts of Sacco and Vanzetti in order to formulate conclusions on how the Red Scare, communism, and xenophobia affected immigrants in our country.

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| **Type of Lesson:** | **Agenda:** |
| Developing/Maintaining | 1. Call to Order 2. The Jury is Out! 3. Explanation/Notes 4. Class Discussion 5. Homework Explanation |
| **Call to Order: (5-8 minutes)** | |
| Students will enter the room and answer the following drill prompt:   * In a court case, what should a jury use in order to decide if someone is innocent or guilty? Explain.   Student will be given 3-5 minutes in order to answer this question, and then I will bring the class together in order to allow them to share our their answers. I am looking for answers like evidence, motive, etc. that will enable students to speak in general on their prior knowledge of court proceedings. I will allow several students to share their answer, ad then explain that our class is going to be set up a little differently today in that we are going to be looking at a court case and deciding for ourselves what should happen with those involved, and that, essentially, we are becoming the jury in the case of Sacco and Vanzetti. | |
| **The Jury is Out: (25 minutes)** | |
| I will break students up into pairs (depending on where they are sitting) and allow for a group of three if there is an uneven number. Students will each receive a worksheet called, “You Be The Jury”, which will spell out the particulars of the Sacco and Vanzetti Case. They will also receive one accompanying worksheet per group, and be asked to answer questions such as:   * What is going on in this case? * Who is involved? * Which state does it take place in? * What are the arguments for both sides?   After they have read the case and completed the above questions, I will then ask students to decide, in their pairs, their verdict if they were to be the judge of this case. I will have them write an “innocent” or “guilty” verdict and explain why. They will then seal their verdicts in a paper envelope, and I will tell them to put them away for the time being, and that we will return to the fate of Sacco and Vanzetti before the end of the class.  I will then distribute a guided notes sheet, and explain to students that we are now going to look at the Sacco and Vanzetti case in the context of the 1920s United States. I will further explain to them that a lot of changes came about during this time period after World War I in which Americans became distrusting of those different from them. We will go through a PowerPoint presentation based on the following topics:   * Re-Cap: Sacco and Vanzetti * Background of Sacco and Vanzetti * Climate in the United States after WWI * The Red Scare * Communism: What is it? * Xenophobia and Nativism * Treatment of Immigrants   Students will be instructed to follow along on their notes sheet as we go through the PowerPoint, and I will begin to ask them probing question as to how the climate of the United States contributed to the Sacco and Vanzetti case. Students will still not know the outcome of the case. | |
| **Guided Practice: (24 minutes)** | |
| Students will then move onto a political cartoon analysis, in which they will analyze three political cartoons related to the Sacco and Vanzetti case. Students will return working in their same pairs as from the beginning, and I will go through and model the first cartoon before having students work individually on the next two. For each political cartoon, students will have to answer the following:   * What do you see? * What does this tell you about the time period? * What does this tell you about the Sacco and Vanzetti case?   During this time, I will go around the room and collect students’ envelopes, and tally their findings on the board. I assume that several of the students will say that Sacco and Vanzetti are innocent. After giving students 15 minutes in order to go through the next two cartoons as a group, I will then ask for them to share out their answers, and we will discuss the political cartoon as a group. After going over the answers and hearing from several students, I will ask them if anyone would like to re-think their original verdict, depending on what we have gone over so far abut the US in the 1920s.  I will allow students to share how this may have changed their verdict, despite whether or not they will agree with it.  I will then reveal to students the fate of Sacco & Vanzett: That the two were found guilty and executed in 1927, and that 50 years later, the Massachusetts Governor Michael Dukakis issued a proclamation saying that they had been unfairly treated. | |
| **Independent Practice: (10 minutes)** | |
| Create an Epitaph for Sacco and Vanzetti that summarizes the impact of their deaths. Explain why and how they died, as well as the impact that the red scare had on the case they were involved in. | |
| **Closing:** | |
| Teacher will collect exit tickets, put key terms on the unit board, and distribute homework. | |
| **Homework:** | |
| Students will complete a worksheet on Sacco and Vanzetti. | |
| **Accommodations:** | |
| See lesson accommodations sheet in lesson planning binder. | |